

Teacher Wellbeing and Resilience

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TEACHER

T - Truthful	(ဖြောင့်မတ်တည်ကြည်)
E - Enthusiastic	(စိတ်အားထက်သန်)
A - Able	(စွမ်းရည်)
C - Charming	(ဆွဲဆောင်နိုင်စွမ်း)
H - Honest	(ရိုးသား)
E - Energetic	(ခွန်စိုက်အားစိုက်)
R - Respectful	(ရိုသေခံထိုက်)
R - Responsible	(တာဝန်ယူမှု)

ITTECF Framework

- Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils (1.2)
- Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (1.1)






Good Childhood

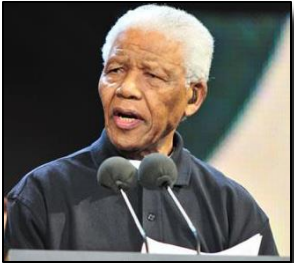
<https://www.childrenssociety.org.uk/good-childhood>

Headlines

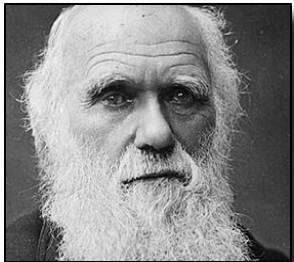
- The UK had lowest average overall life satisfaction among 15-year-olds across 27 European countries
 - 25.2% of the UK's 15-year-olds reported low life satisfaction
- 

Resilience

Bounce-back-ability



- “The greatest glory of living lies not in never falling, but in rising every time you fall.” (Nelson Mandela)



- “It’s not the strongest of the species that survive, nor the most intelligent, but the most responsive to change.” (Charles Darwin)



- “It ain't how hard you hit; it's about how hard you can get hit, and keep moving forward. ” (Rocky Balboa)

Challenges of definitions

Latin root: 'resilire' (to spring back)

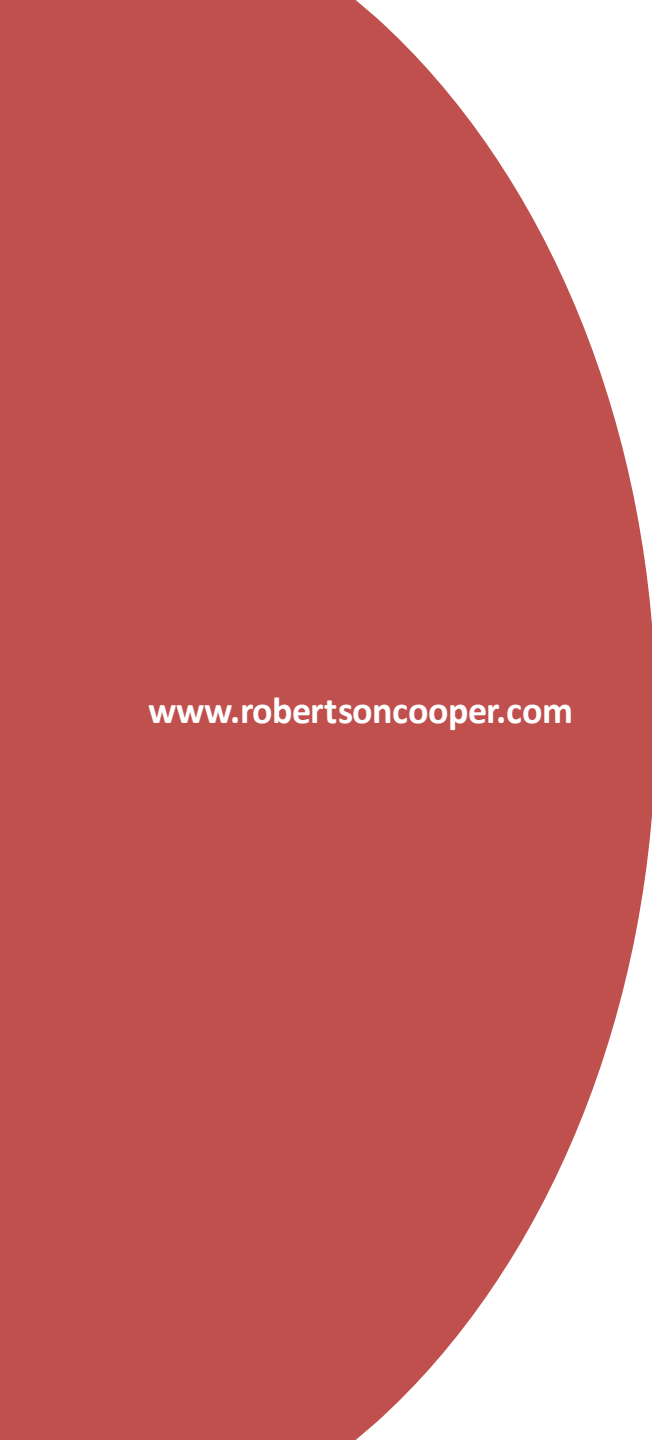
Other languages:

Elastizität

résistance

resistencia


elasticità



Contrary to popular belief, resilience – our ability to bounce back from setbacks – is not something you either have or don't have; it is a quality which can be developed.

www.robertsoncooper.com

Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently. (ITTECF, 8.9)



‘an intriguing yet elusive concept’ (Neenan, 2009: 3)

‘an increasingly ubiquitous concept’ (Chandler, 2014: 46)

Complex range of interacting factors shapes resilience in teachers (Bobek, 2002, LeCornu, 2009)

Resilience is a process of positive adaptation and it can be developed via specific competencies (Oswald, Johnson & Howard, 2003)

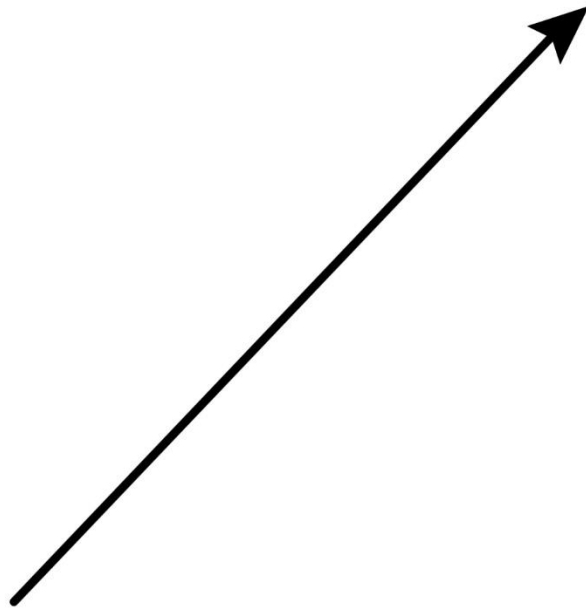
All humans have the capacity to become resilient (Grotberg, 1995)

Resilience is ‘the capacity to maintain equilibrium and a sense of commitment and agency in the everyday worlds’ (Gu & Day, 2013:26)

The four key sources of personal resilience are: confidence, adaptability, purposefulness and the need for social support.

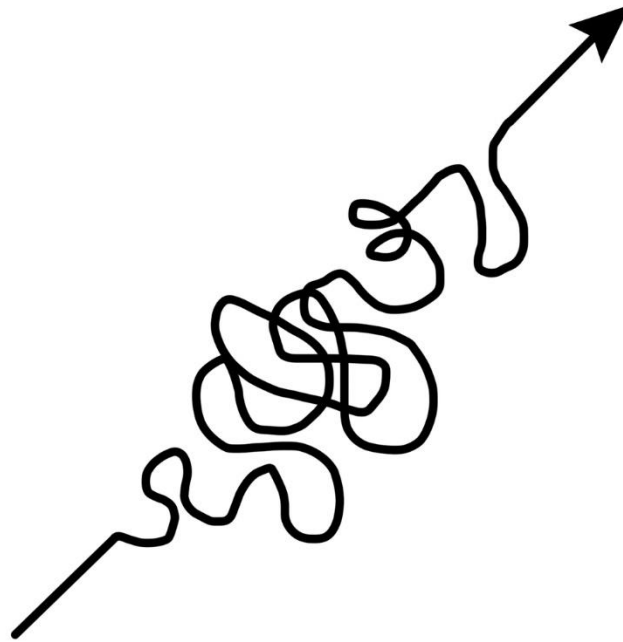
Cooper, C. (2012) accessed online

SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like

Why is resilience important?



Why is resilience important?

Constant disruption requires better shock absorbers!

(Zolli and Healy, 2012: 6)

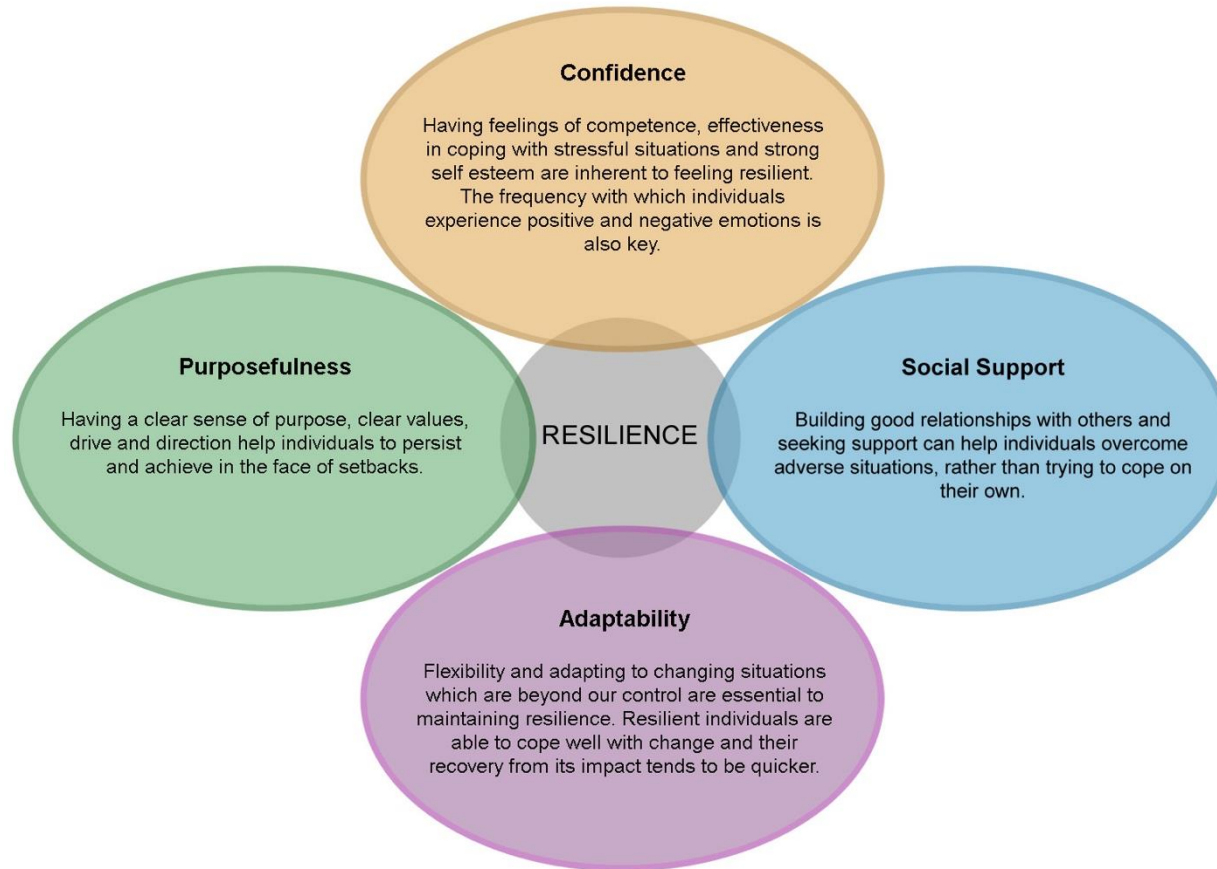
Briner, R.B. & Dewberry, C. (in partnership with WorklifeSupport) (2007) *Staff well-being is key to school success* www.worklifesupport.com

What makes some people more resilient than others?

- Think of two people you know who are very resilient and one who is not
- What do the two have in common that makes them different from the third in this respect?
- How might these reflections inform your thinking about the characteristics of a resilient teacher?



i-resilience : Four Key Components of personal resilience



i-resilience test

<https://www.robertsoncooper.com/iresilience/>





Useful Reading

- Cowley, A. *The Teacher Toolkit*
- Holmes, E. *A Practical Guide to Teacher Wellbeing*
- Howard, K. *Stop Talking about Wellbeing: A Pragmatic Approach to Teacher Workload*
Chapter: Sustainability and substance
- Gordon, A. (2021) Educate – Mentor – Nurture: Improving the Transition from Initial Teacher Education to Qualified Teacher Status and Beyond, *Journal of Education for Teachers*, Vol. 46(5)
- Gu, Q. and Day, C. (2013) Challenges to teacher resilience: conditions count, *British Educational Research Journal*, Vol.39(1)

Online, in Library, and on loan via
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Skaalvik, E. M., & Skaalvik, S. (2017) **Still motivated to teach?** A study of school context variables, stress and job satisfaction among teachers in senior high school. *Social Psychology of Education*, 20(1), 15-37. <https://doi.org/10.1007/s11218-016-9363-9>



ITTECF



Engaging in high-quality professional development can help teachers improve (8.7)



#EduTwitter e.g.



@TeachStMarys @CharteredColl
@educationgovuk



Special interests e.g. @WomenEd
@BAMEedNetwork @LGBTedUK



And professional subject associations e.g.
@ALL4language @The_GA @AfPE

Lifestyle Management

Exercise and Fitness



Relaxation



Healthy diet



Work life balance

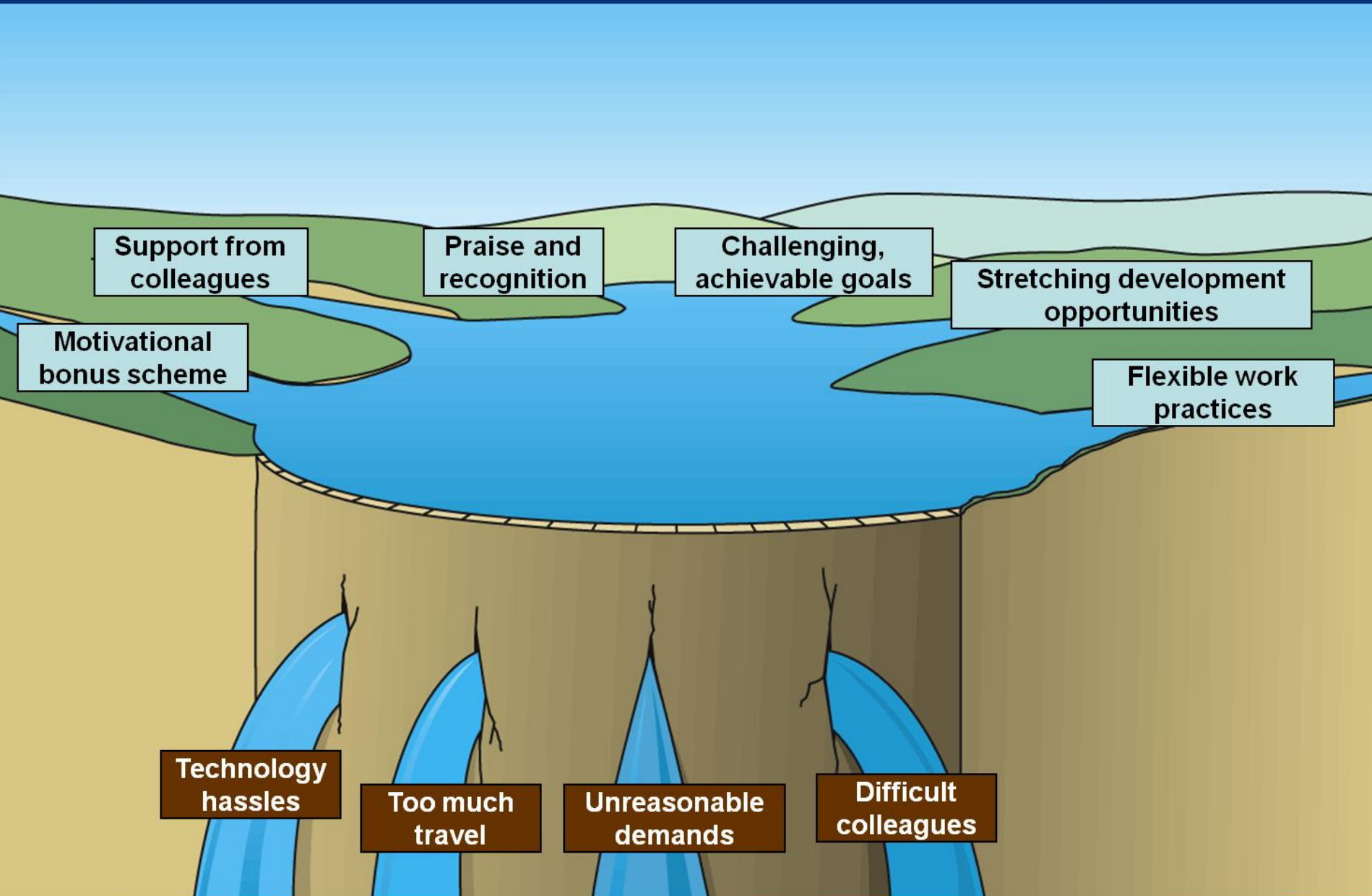


Urgent vs important

	URGENT	Not urgent
IMPORTANT	Urgent and important	Important but not urgent
Not important	Urgent but not important	Not urgent and not important

	Do it now	Plan it
	Delegate	Drop it

The “Well-Being Reservoir”: examples



*“...it’s the image
of a rollercoaster
ride at the
fairground, with
its peaks and
troughs, and
moments of
sheer
exhilaration,
followed by
others of fear
and
despondency”*

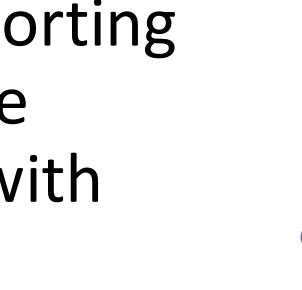


Find Your Bench



A large red circle on the left side of the slide, partially cut off by the edge.

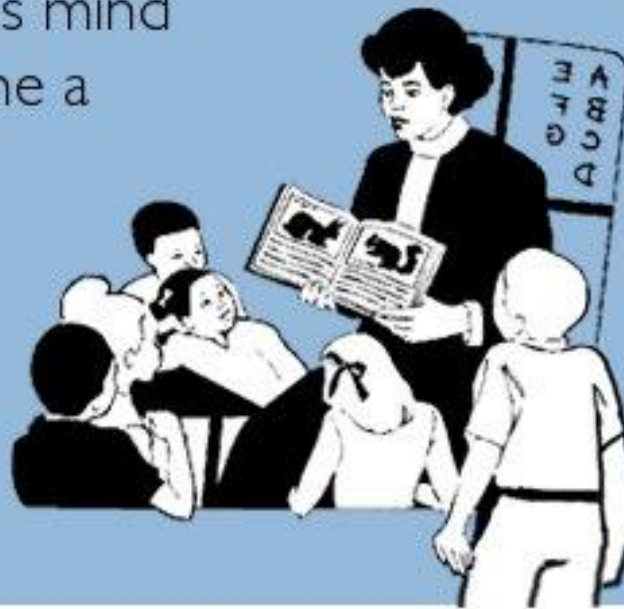
ITTECF

- Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement (8.2)
 - Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective personal relationships with colleagues (8.3)
- 
- A series of purple dashed lines in the bottom right corner, forming a curved shape.

Sarah's story

If you ever want to know
what a teacher's mind
feels like, imagine a
web browser
with 2,879
tabs open.
All. The.
Time.

someecards
user card



**‘How in a world of
disintegration and
constant renewal –
a continuum, a
world of flow – one
must find one’s
own rhythm exactly
by recognising the
incompleteness of
the melody’
(Foden, 2010: 315)**

